



DRAYTON HALL ELEMENTARY

3183 Ashley River Road
Charleston, SC 29414

Grades	PK-5 Elementary School	
Enrollment	824 Students	
Principal	John E. Cobb	843-852-0678
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Chris Fraser	843-725-7200

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	Average
2008	Good	Below Average
2007	Good	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

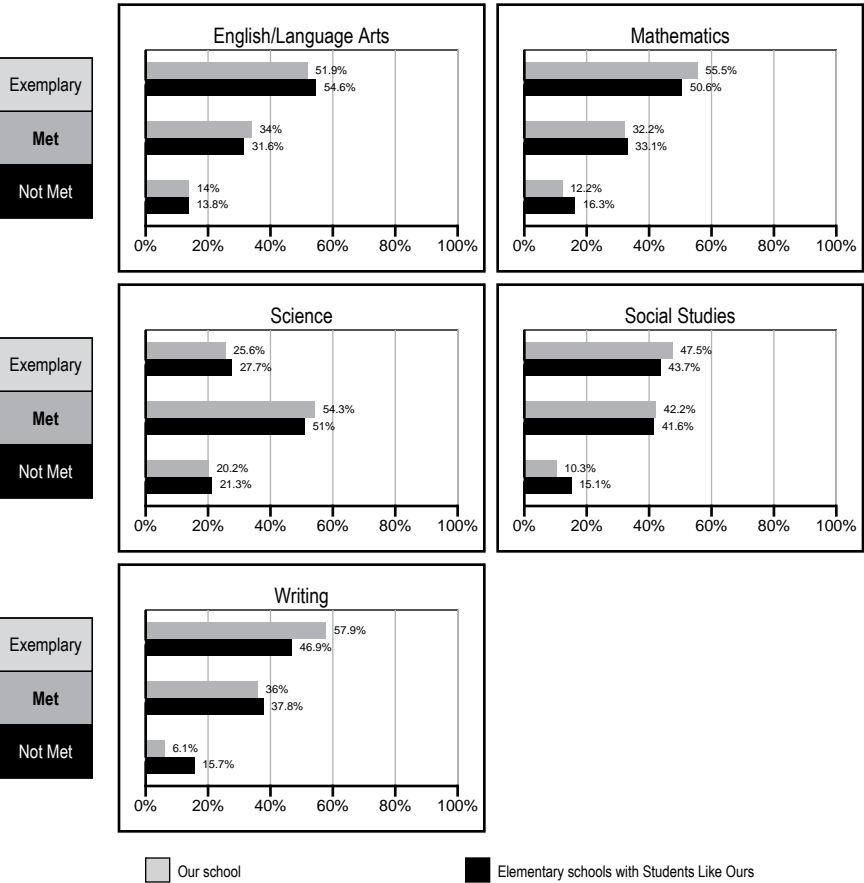
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 96%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
31	9	1	2	0

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=824)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.7%	Up from 0.5%	0.8%	1.1%
Attendance rate	96.3%	Up from 96.0%	96.5%	96.2%
Served by gifted and talented program	16.3%	Up from 16.0%	22.2%	13.4%
With disabilities other than speech	0.7%	Down from 1.4%	4.7%	4.1%
Older than usual for grade	0.3%	Down from 0.5%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.1%	No Change	0.0%	0.0%
Teachers (n=43)				
Teachers with advanced degrees	62.8%	Down from 67.4%	63.0%	62.5%
Continuing contract teachers	79.1%	Down from 86.0%	90.0%	88.2%
Teachers returning from previous year	89.4%	Up from 89.1%	88.5%	87.8%
Teacher attendance rate	97.6%	Down from 99.0%	95.4%	95.2%
Average teacher salary*	\$44,722	Down 6.8%	\$48,086	\$46,773
Professional development days/teacher	7.7 days	Up from 7.4 days	8.4 days	10.5 days
School				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	24.1 to 1	Up from 23.4 to 1	21.3 to 1	19.9 to 1
Prime instructional time	93.8%	Down from 94.9%	91.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,340	Down 1.9%	\$7,095	\$7,447
Percent of expenditures for instruction**	68.1%	Down from 70.6%	68.9%	68.4%
Percent of expenditures for teacher salaries**	66.6%	Down from 68.4%	67.9%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

A Message from our School Improvement Council

Drayton Hall Elementary School, a Palmetto Gold recipient, is part of the Charleston County School District. We are located in the West Ashley area of the City of Charleston. Our Pre-K through 5th grade population of 788 students includes students from 10 different countries. Our highly qualified diverse staff includes seven National Board Certified Teachers and more than 63% of our staff holds an advanced degree. All staff members are committed to excellence through the reinforcement of a rigorous curriculum and high expectations for all students. Enrichment opportunities are provided through co-planning, co-teaching and itinerant teachers to meet the individual needs of all of our students.

Drayton Hall Elementary uses state-of-the-art technology. All classes are equipped with an interactive SMART board and at least three computers with large display monitors. All students have the opportunity to participate in labs for music and computer instruction. The staff is continuously trained in the use of technology throughout the curriculum. We have many faculty members who are technology instructors for district sponsored classes which are available to all teachers in the district. In addition, students benefit from data-driven instructional planning through the use of Measures of Academic Progress (MAP) tests.

At Drayton Hall Elementary, teachers actively participate in our PTA and 100% of our staff are members of our PTA. Our PTA remains very involved in school planning by supporting staff development, providing materials to support instruction, and rewarding students for their participation in the Reflections Program. Our PTA Vice-President is also a member of our School Improvement Council.

Drayton Hall was recognized by our constituent district for meeting Adequate Yearly Progress (AYP) for the past 7 years. We are a Red Carpet school, a state award, which recognizes our commitment to customer service. Staff and students participate in activities throughout the year to promote a healthy lifestyle. We have been recognized twice by the state as a Healthy School in all 8 areas of the Healthy School Index. Our school-wide discipline model: Safety, Property, Order, Respect, and Task (SPORT) provides monthly recognition of good citizenship and creates a safe learning environment. Students have the opportunity to participate as members of the following groups: Tennis, Roarin' Recyclers Team, Drayton Hall Elementary Jumpers, Wee Deliver, Chorus, Reading Buddies, and our student produced Morning News Program. Students and staff participate in community service activities such as Pennies for Patients, Relay for Life, Red Ribbon Week (Say No to Drugs) and Jump Rope for Heart on a rotating basis. Fifth graders are involved in a number of school clubs designed just for them which include: Jumpers, Running Club, Student Council and Basketball. Drayton Hall also offers interactive before and after school care in the Kaleidoscope Program.

A rigorous curriculum, collegiality, strong leadership, and clear goals with assessment define our success. At Drayton Hall Elementary School,
"Students Come First."

By: John Cobb, Principal and Theresa Owens, School Improvement Council President

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	34	97	89
Percent satisfied with learning environment	97.1%	94.7%	97.6%
Percent satisfied with social and physical environment	100.0%	93.8%	95.5%
Percent satisfied with school-home relations	97.1%	87.6%	95.5%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	5.2%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.6%	0.0%	No
Student attendance rate	96.3%	94.0%**	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	350	100	14	34	51.9	92.5	83.1	82.4	Yes	Yes
Gender										
Male	192	100	16.4	35.5	48.1	89.6	79.9	78.7	N/A	N/A
Female	158	100	11.2	32.2	56.6	96.1	86.6	86.2	N/A	N/A
Racial/Ethnic Group										
White	222	100	8.8	31.2	60	95.3	94.8	88.9	Yes	Yes
African American	102	100	29.2	39.6	31.3	84.4	71.9	72.9	Yes	Yes
Asian/Pacific Islander	11	100	N/AV	N/AV	N/AV	100	96.3	93	I/S	I/S
Hispanic	15	100	N/AV	N/AV	N/AV	100	78	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	83	I/S	I/S
Disability Status										
Disabled	11	100	I/S	I/S	I/S	I/S	42.6	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	76.9	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	129	100	23.8	42.6	33.6	87.7	72.9	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	350	100	12.2	32.2	55.5	92.8	82.8	81.9	Yes	Yes
Gender										
Male	192	100	13.1	28.4	58.5	92.3	81.1	79.9	N/A	N/A
Female	158	100	11.2	36.8	52	93.4	84.6	84.1	N/A	N/A
Racial/Ethnic Group										
White	222	100	6.5	27.9	65.6	96.3	94.9	88.9	Yes	Yes
African American	102	100	27.1	43.8	29.2	84.4	70.9	71.4	Yes	Yes
Asian/Pacific Islander	11	100	N/AV	N/AV	N/AV	100	97.4	94.6	I/S	I/S
Hispanic	15	100	7.7	23.1	69.2	92.3	79.2	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	93.8	84.4	I/S	I/S
Disability Status										
Disabled	11	100	I/S	I/S	I/S	I/S	40.8	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	78.8	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	129	100	23.8	45.1	31.1	85.2	72.7	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	231	100	20.2	54.3	25.6	79.8	69.2	68.6
Gender								
Male	127	100	21.1	45.5	33.3	78.9	68.4	68.3
Female	104	100	19	65	16	81	70	68.9
Racial/Ethnic Group								
White	146	100	14.1	54.9	31	85.9	90.4	80.7
African American	68	100	37.5	57.8	4.7	62.5	48.4	51.4
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	88.2	85.3
Hispanic	8	I/S	I/S	I/S	I/S	I/S	63.3	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87	70.8
Disability Status								
Disabled	8	I/S	I/S	I/S	I/S	I/S	30.6	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	60.4	60.7
Socio-Economic Status								
Subsidized meals	86	100	30.5	59.8	9.8	69.5	51.8	57.3

Social Studies

All Students	234	100	10.3	42.2	47.5	89.7	75.5	72.5
Gender								
Male	126	100	14.4	35.6	50	85.6	74.4	72
Female	108	100	5.7	49.5	44.8	94.3	76.6	73.1
Racial/Ethnic Group								
White	147	100	7.7	37.3	54.9	92.3	91	81
African American	70	100	18.2	51.5	30.3	81.8	60.4	60
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	93.3	89
Hispanic	11	100	I/S	I/S	I/S	I/S	69	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	73.5
Disability Status								
Disabled	7	I/S	I/S	I/S	I/S	I/S	36.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	70.5	69.7
Socio-Economic Status								
Subsidized meals	86	100	20	53.8	26.3	80	61.8	62.9

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	116	100	6.1	36	57.9	93.9	75.8	73.2	96.3	96
Gender										
Male	62	100	10	41.7	48.3	90	70.7	67.2	96.1	95.9
Female	54	100	1.9	29.6	68.5	98.1	81.1	79.4	96.5	96.1
Racial/Ethnic Group										
White	79	100	5.1	35.9	59	94.9	90.8	81.5	96.4	96.1
African American	29	100	10.7	42.9	46.4	89.3	61.3	61.3	96	95.8
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	85.4	87	96.1	96.9
Hispanic	4	I/S	I/S	I/S	I/S	I/S	69.4	66.7	96	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	99.3	95.9
Disability Status										
Disabled	2	I/S	I/S	I/S	I/S	I/S	23.9	26	97	94.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	98
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	67.9	65.7	96.9	96.3
Socio-Economic Status										
Subsidized meals	37	100	11.4	40	48.6	88.6	62.2	63.2	95.9	95.5

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	122	99.2	15.3	24.6	60.2	84.7
	4	134	100	14.2	39.4	46.5	85.8
	5	108	100	14.9	38.6	46.5	85.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	118	100	10	26.4	63.6	90
	4	115	100	22.5	29.7	47.7	77.5
	5	117	100	9.6	45.6	44.7	90.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	122	100	15.3	24.6	60.2	84.7
	4	134	99.3	11.9	32.5	55.6	88.1
	5	108	100	13.9	53.5	32.7	86.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	118	100	17.3	27.3	55.5	82.7
	4	115	100	10.8	31.5	57.7	89.2
	5	117	100	8.8	37.7	53.5	91.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	60	100	28.8	30.5	40.7	71.2
	4	134	99.3	15.9	58.7	25.4	84.1
	5	56	100	17	62.3	20.8	83
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	57	100	29.6	35.2	35.2	70.4
	4	115	100	19.8	60.4	19.8	80.2
	5	59	100	12.1	60.3	27.6	87.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	62	98.4	10.2	25.4	64.4	89.8
	4	134	99.3	11	39.4	49.6	89
	5	52	100	18.8	43.8	37.5	81.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	61	100	8.9	51.8	39.3	91.1
	4	115	100	10.8	42.3	46.8	89.2
	5	58	100	10.7	32.1	57.1	89.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	125	98.4	25.8	34.2	40	74.2
	4	139	99.3	20	40.8	39.2	80
	5	109	100	13.9	30.7	55.4	86.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	116	100	6.1	36	57.9	93.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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